

School No.:615315

Quality Review Report (Translated Version)

**TWGHs Mr. & Mrs. Tam Kam Kau
Kindergarten**

G/F., Hoi Pik House (Block A), Hoi Lok Court, Cheung Sha Wan, Kowloon

5, 6 & 8 December 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 5, 6 & 8 December 2022

- School met the standards of Quality Review**
- School did not meet the standards of Quality Review**

School Performance

1. Promoting Continuous Development of School

- 1.1 The school has been established for two years. Under the steer and support of the leadership team, the school has laid a foundation for curriculum planning, administrative affairs and parent education. The management attaches importance to the professional development of teachers. Apart from co-organising exchange visits and observation with the affiliated schools under the same sponsoring body, which facilitates teachers to learn from each other and draw on good practices, it also arranges various training programmes for teachers to enhance teaching standards. The induction mechanism of the school is effective. Taking into consideration the needs of the newly recruited teachers, the management offers timely guidance and assigns experienced teachers to support the new recruits, thus helping them adapt to the working environment the soonest. The management has worked for the sponsoring body for years and is familiar with its culture. It has extensive experience in administrative management and is able to allocate duties properly for teachers to exploit their strengths. The school motivates teachers to strive for continuous improvement and make concerted efforts to promote its development.
- 1.2 The management leads all teachers of the school to conduct the school self-evaluation (SSE). Having considered the views of stakeholders and the development trends of kindergarten education and taking reference from the review findings, the management and teachers devise the development directions of the school year together. The school has set developing a school-based curriculum as its core work since its establishment. It has determined the major concerns for the two consecutive years, committed to strengthening children's language ability, as well as helping them understand Chinese culture and fostering their sense of national identity. The school draws up clear objectives for its work plans and formulates concrete and feasible strategies in various aspects including curriculum planning, activity design and teaching skills. It progressively implements the relevant work, evaluates the work effectiveness in a timely manner, and takes suitable follow-up actions. The

school applies the cyclical concept of SSE effectively to facilitate its continuous improvement and enhancement.

- 1.3 The school accepts the diverse needs of children. It makes full use of external resources and maintains close coordination with professionals to keep track of children's development. It also enhances teachers' ability in catering for learner diversity through training. The school proactively communicates with parents to help them realise their children's performance and offers referral and support services when needed. The school attaches importance to parent education. It organises a variety of activities for parents to participate in their children's learning. This school year, the school makes reference to the *Curriculum Framework on Parent Education (Kindergarten)* to plan diversified parent activities. Parents are encouraged to attend seminars, parent-child workshops and training activities to understand the rationale of the school's curriculum and equip themselves with appropriate methods to nurture children, thus improving the effectiveness of parenting and further promoting home-school cooperation. With an open attitude, the school listens to and accepts parents' opinions and takes follow-up actions earnestly. Parents trust and support the school. They join hands in fostering children's healthy growth collaboratively.

2. Learning and Teaching

- 2.1 By making reference to the curriculum information provided by the sponsoring body, the school sets learning themes that meet children's interests and life experiences to devise the school-based curriculum. According to the learning focuses of the themes, teachers meticulously select picture books with vivid storylines and rich illustrations, and based on the stories, they design a wide range of teaching activities which promote children's all-round development. The school fully implements the principle of enabling children to learn through first-hand experience. Visits and experiential activities are organised in light of the thematic content. It also encourages children to collect information for engaging in extended activities. The rich learning experiences allow children to construct knowledge and maintain their learning interest. To help K1 children prepare for writing, teachers design appropriate and interesting exercises including stamping, stacking coins and picking up beans to develop children's eye-hand co-ordination and fine motor skills. Yet, the school is required to cancel the primary one mock interview, as well as review

and remove the difficult homework content of K3 so as to meet the developmental needs of children.

- 2.2 The school draws up the assessment objectives for each theme in accordance with the curriculum outline and the teaching progress. The assessment items and content are comprehensive. Teachers continuously observe and record children's daily performance in different areas, analyse their performance in activities and their works, and summarise their development in the first and second school terms, so that they effectively reflect children's learning progress at different stages which serve as evidence of their growth. Teachers aptly share information such as the thematic assessment reports, children's works and summative assessment reports with parents to keep them informed of their children's development, and provide them with suggestions on assisting children's learning when needed. The management is currently leading teachers to optimise the assessment mechanism of child learning experiences which includes refining the assessment criteria and making good use of the assessment information to inform the overall planning of the curriculum, with a view to further maximising the effectiveness of assessment for children's learning, which is on the right track.
- 2.3 The school has a sound mechanism for curriculum management. The management leads teachers to plan and implement the curriculum. It conducts collaborative lesson planning with teachers of each grade level to discuss the thematic learning activities and the set-up of interest corners. They adjust the teaching plans in light of children's abilities and interests and improve the teaching and activity design on a continuous basis to enhance the effectiveness of learning and teaching. Through scrutinising teaching documents, attending meetings and conducting frequent classroom walkthroughs, the management monitors the curriculum implementation effectively and provides guidance and support to teachers in a timely manner. In tandem, the management organises peer lesson observation and exchange activities with peer schools to increase the opportunities for teachers' professional sharing and learning so as to enhance their teaching skills. The teaching team is capable of reflecting their teaching. They review the teaching effectiveness according to children's performance and make recommendations for improving the activity design in order to enhance the learning of children.
- 2.4 In recent two years, the school has regarded facilitating children's understanding of Chinese culture and nurturing a sense of national identity in them as its major concerns. Teachers put much effort on strengthening the learning elements of

Chinese culture in the curriculum by using stories about Chinese traditional festivals for the area of language, whereas children are arranged to try Chinese paper cutting, draw ink-wash painting and appreciate traditional Chinese painting for the area of arts and creativity. An interest corner for promoting Chinese culture is set up in every classroom, of which teachers design interesting activities like food matching games to give children a better understanding of Chinese dim sum. Besides, the Putonghua teacher holds the national flag raising ceremony during morning and afternoon assemblies, and explains to children the latest development of our country which helps them develop a sense of national identity. As observed, when the national anthem was played and sung, the atmosphere was respectful. Children stood solemnly and followed the necessary etiquette.

2.5 The school puts emphasis on children's language development and has continued to take the enhancement of children's language ability as its major concern in recent years. Teachers select real-life teaching materials thoughtfully and strengthen children's comprehension and expression abilities through a wide range of strategies such as storytelling, questioning and discussion, or by encouraging children to revisit learning individually or in a group with peers. As observed, children are attentive when listening to teachers, respond to questions eagerly and express their thoughts with confidence. In addition, class teachers lead activities collaboratively with English or Putonghua teachers to create a meaningful and lively context. They guide children to complete the tasks or answer questions in English or Putonghua through relaxing games to cultivate children's interest and ability in language learning. Meanwhile, teachers provide opportunities for children to sing and read nursery rhymes aloud during the morning and afternoon assemblies, or play the role of politeness ambassador to greet their peers, so as to develop their confidence in using language. With respect to reading, teachers design school-based storybooks on topics that children are interested in, with children's pictures inserted so as to arouse their interest in reading. The reading corners are cosy, provided with books related to the themes and the information collected by children. Children take the initiative to select their favourite books and read patiently, or discuss the story content with peers. The school proactively creates a supportive atmosphere for language learning to offer ample opportunities for children to listen, express themselves and read so that they can use language in authentic contexts. The work plan has achieved the expected outcomes.

2.6 Teachers utilise the school lobby, classrooms and walls to set up games, which

increase the space for children to play. Teachers meticulously decorate the interest corners which tie in with the learning themes and set out manipulative teaching aids and a wide range of materials for initiating children to take part in activities of their own accord and help extend their learning. Moreover, some games on the wall are designed at different levels of complexity or with self-checking tips to cater for children's learning needs. Children may check their answers when finished the games and such design is conducive to consolidating their learning. A role-play corner in the lobby is set up with sufficient toys for children to engage in simulated activities. Children particularly love the art and craft activities. They focus on their artistic creation by using various materials, unleashing their creativity. Children are also happy to carry out simulated activities with peers or manipulate teaching aids which are designed for training fine motor skills. They enjoy the fun of learning through play. During free choice activities, teachers walk through and observe children, and offer assistance. Teachers are recommended to further strengthen the learning effectiveness of children by participating in children' play as appropriate.

- 2.7 Teachers are kind, friendly and always wear a smile. They care about children with patience and provide individual guidance and support in accordance with children's needs. Their instructions are clear and systematic. They are well prepared for lessons and use picture books, real objects and multimedia equipment to supplement teaching, thus effectively drawing children's attention and stimulating their curiosity. Teachers use the interesting story plots as an entry point, and then conduct plentiful experiential activities with children. For example, under the theme related to food, they make fruit milk beverages and bread together, and find the seeds by cutting up fruits and vegetables. Teachers pose questions or give suggestions during the activities to guide children to think. Teachers also listen to children's thoughts patiently and provide them with sufficient time for discussion, thus fostering communication and interaction among children. The learning atmosphere is relaxed and pleasant. Children are engaged in and are courageous enough to try different activities. They complete tasks together and construct knowledge from first-hand experience. They are willing to express their opinions and share their feelings with peers, demonstrating an active learning spirit. Yet, teachers may help children in some grade levels gradually master classroom requirements and activity rules, leading to greater learning outcomes.

3. Recommendations for Enhancing Self-improvement of School

The school actively promotes curriculum development while attentively planning the curriculum, enabling children to acquire holistic and balanced learning experiences. Building upon this foundation, the management is recommended to encourage teachers to engage in children's play more often during the free choice activities in order to inspire children's learning in a timely manner while strengthening their classroom management skills, thereby further uplifting the effectiveness of learning and teaching. Besides, the school is required to cancel the primary one mock interview and remove the inappropriate homework content of K3 so as to meet children's developmental needs and abilities.